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Fall 2015

EDCI 5540

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University of New Orleans

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EDCI 5540
Classroom Management
Fall, 2015
Online

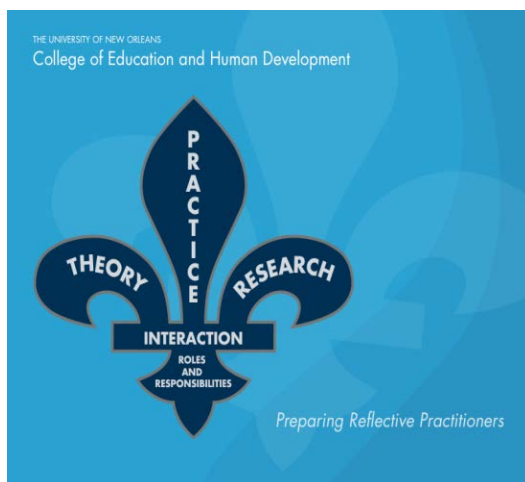
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Description of Course: This course teaches how to create and maintain psychologically and physically safe and challenging environments that foster development, learning, and democratic life skills among groups of children in grades pre-k to 5. A field component is required for this course.

Meetings: Virtual in Moodle and Skype. I am available on Whatsapp (the mobile app available on all smart phones) for urgent questions, and I am sure there will be some! I am in Abu Dhabi in the United Arab Emirates, but I will always be available to help you! Email me or contact me via Whatsapp and I will help you as fast as I can!

Conceptual Framework:

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



Required Texts:

Book 1 of 3:

Classroom Management: Models, Applications and Cases (3rd Edition) [Paperback] by M. Lee Manning **ISBN-13: 978-0132693233 REQUIRED**

Book 2 of 3:

The First Days of School: How to Be an Effective Teacher [Paperback] Harry K. Wong **ISBN-10: 0976423316 REQUIRED**

Book 3 of 3:

Teaching Children to Care: Classroom Management for Ethical and Academic Growth, K-8 [Paperback] Ruth Sidney Charney (Author) **ISBN-13: 978-1892989086 REQUIRED**

There will be other readings assigned during the semester. These will either be posted on Moodle or you can access them through UNO's electronic library.

Course Overview

The College of Education and Human Development at the University of New Orleans recognizes its mission to prepare professionals who practice in culturally diverse settings in metropolitan area schools. This course was designed to facilitate disciplined reflective inquiry through the interaction of theory and practice. The teaching profession is responsible for establishing and promoting standards of high-quality professional practice in educational programs. These standards must reflect current knowledge and shared beliefs in which services are delivered. The purpose of this course is to acquaint the developing professional with knowledge of appropriate practice and ethical standards so that he/she can create and maintain environments that promote optimal development for all children.

Furthermore, this course is designed to support teacher candidates' *understanding and development of dispositions* related to effectively teaching young children. Class readings, activities, assessments and discussions are designed to promote the disposition to:

- 1.) appreciate the uniqueness of individual children
- 2.) understand the importance of developing relationships with children and the impact these relationships have on learning experiences in the classroom
- 3.) use observation as an ongoing assessment and planning tool
- 4.) use self-reflection as an ongoing assessment and planning tool
- 5.) recognize teaching as a profession and demonstrate that recognition through appropriate speech, dress, and manners in the college classroom as well as at field sites
- 6.) recognize, accept, and deal effectively (positively) with ambiguity
- 7.) be positive and proactive
- 8.) be an independent learner
- 9.) use ethical practice when working with children, families, and colleagues
- 10.) advocate for best practices in elementary and early childhood education
- 11.) articulate and communicate effectively and sensitively with field placement teachers, parents and colleagues about observations, assessments and reflections on all aspects of the learning environment and their implications for children's potential for learning.

Course Design

This course is scheduled as **an online** course. All class meetings and assignments will be delivered via the internet.

There will be **20 hours of Field-Based assignments** required.

The Faculty recommends the completion of this course prior to attempting the Content Area PRAXIS exam.

Performance Objectives:

The content and experiences of this course align with multiple professional standards as this course is included in the program of study of multiple certification areas. Refer to http://coehd.uno.edu/educ/table_alignment.cfm for more information.

Course objectives align with the following National, State, and Unit Standards

NAEYC Standard and Key Elements	
1.	Promoting Child Development and learning
1.a	Knowing and understanding young children's characteristics and needs
1.b	Knowing and understanding the multiple influence on development and learning
1.c	Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments
2.	Building Family and Community Relationships
2.a	Knowing about and understanding family and community characteristics
2.b	Supporting and empowering families and communities through respectful, reciprocal relationships
2.c	Involving families and communities in their children's development and learning
3.	Observing, Documenting and Assessing to Support Young Children and Families
3. a	Understanding the goals, benefits, and uses of assessment
3. b	Knowing about and using observations, documentations, and other appropriate assessment tools and approaches
3. c	Understanding and practicing responsible assessment
3. d	Knowing about assessment partnerships with families and other professionals
4.	Teaching and Learning
4. a	Knowing, understanding, and using positive relationships and supportive interactions
4. b	Knowing, understanding and using effective approaches, strategies, and tools for early education
4.c	Knowing and understanding the importance, central concepts, inquiry tools, and structures of content areas or academic disciplines
4.d	Using own knowledge and resources to design, implement, and evaluate meaningful challenging curriculum to promote positive outcomes
5.	Becoming a Professional
5.a	Identifying and involving oneself with the early childhood field
5.b	Knowing about and upholding ethical standards and other professional guidelines
5.c	Engaging in continuous learning to inform practice
5.d	Integrating knowledgeable, reflective, and critical perspectives on early education
5.e	Engaging in informed advocacy for children and profession

Unit standards – Roles of Teachers

1	Design and deliver instruction
2	Manage time, tasks, and environments
3	Advocate for children, services, and supports
4	Use inquiry to inform practice
5	Collaborate to support group practice

6	Improve classroom and system practice
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State standards - Louisiana Components of Effective Teaching

I A	The teacher plans effectively for instruction
II A	The teacher maintains an environment conducive to learning
II B	The teacher maximizes amount of time available for instruction
II C	The teacher manages learner behavior to provide productive learning opportunities
III A	The delivers instruction effectively
III B	The teacher presents appropriate content
III C	The teacher provides opportunities for student involvement in the learning process
IIID	The teacher demonstrates ability to assess and facilitate student academic growth
IV A	The experienced teacher plans for professional self-development
IV B	The new teacher plans for professional self-development
V A	The teacher takes an active role in building-level decision making
V B	The teacher creates partnerships with parents/caregivers and colleagues

Performance Objectives for EDCI 5540

Objective Student Learning Outcomes	NAEYC Standard	Unit Standard	State Standard	UNO Teacher Roles/COMPASS	NCAE/NAEP	Related Assignments
1) Students will be able to describe and support a rationale for the power of using supportive, positive guidance in early childhood settings	1a,b,c	4,6	IIA,C	IA1 IB1 1B2 IB3	1.0	Class discussions, written reflections Final reflection paper with personal philosophy of classroom management Discourse analysis paper
2) Students will understand law, policies, and	2a, 5b	3	VB	IVC1	1.0	Class discussions, written reflections; Data Analysis

ethical issues that affect young children, their families and programs serving them						assignment for target child in portfolio
3) Students will demonstrate the ability to create and sustain a safe, equitable, positive, and supportive environment in which diversity is valued.	1a, b, c, 2a, b	2	IIA	IA2 IVC1 IIA6 IB1		Supervising Teacher observations in field and written reflections by candidates on interactions with students
4) Students will demonstrate the ability to conduct a classroom audit to evaluate the quality of the learning environment. Analyze the classroom behavior systems.	1c, 4a, 4b	2	IIA. IIIC	IB1 IA1	3.1	Classroom observation notes Portfolio assignment-completing a classroom audit that includes: Compilation and analysis of schedules, classroom design, classroom materials and supportive, positive guidance for children in field experience
5) Students will demonstrate knowledge of using universal precautions. Create (or analyze) a daily schedule that reflects developmental needs of children	1a, 1c	1 6 6	III. D	IA1 IA2 IA3	3.2	Completion of field audit and in class discussions, and analysis of field audit.
6) Students will	3b	1	III. D	1B2	3.3	Demonstrated

create and or evaluate learning center systems and other mechanisms to utilize differentiated instruction. Use performance data to make modifications to the learning environment and curricula	4b	6		IB3 IIA6		through planning notes, guidance plan and reflections included in field experience portfolio. Demonstrate through analysis of note-taking from observations and interactions with target child Teacher observations of interactions
7) Students will construct and implement (or recognize and articulate the need for) classroom routines that foster both independence and inter-dependence	3b 4b	1 6	III. D	IIB1 IIB2 IIIA1	3.4	Classroom observation notes classroom audit analysis and/or guidance plan assignments
8) Students will demonstrate the ability to use reflective practices to examine personal belief systems and to evaluate the impact of these belief systems on expected cognitive and social outcomes in the classroom	4b 5b, 5c,5d	2,3,6	IIA, IIC, IIIB, VB	IIA1 IIA2 IVB2	5.1	Completion of Discourse Map
9) Students will	4b, 4d	1, 5	I.A, IIID	IVC2	3.1	Initial guidance plan

synthesize learning to utilize effective, varied, developmentally and individually appropriate positive, supportive guidance strategies.				IVC1		assignment, guidance plan evaluation and adaptations assignment and final reflection paper.
10) Students will demonstrate the need for open communication with parents and developing positive & supportive relationships with them	2a, b	2	Ila	IVA1	3.5	Guidance plan activities/suggestions for parents to help in continuity with guidance plan efforts

Course Policies:

1) Students are expected to demonstrate both oral and written competency. All written assignments need to be prepared in APA format. Minimally this includes the following: typed, double –spaced, 12 point Times New Roman font, and the first word indented in each paragraph and 1 inch margins. Please insert page numbers at the top right corner. All assignments must include the following elements in the heading: Name, class number, title of assignment, and date. This course is reading intensive, and it is suggested that you read the assigned readings, making notes of points of interest to discuss. As you read, write down questions you have about the readings and how the readings relate to other readings.

2) Due dates for assignments are listed on Moodle. Assignments may be turned in early but will not necessarily be graded prior to the due date. Assignments turned in late will not be graded until I have completed scheduled work related to all the classes I am teaching this semester. Therefore, if you hand in assignments after their due date you may not receive feedback on them before the next set of assignments is due. Late assignments will be graded at the professor’s discretion and as time constraints allow. Late assignments will result in lower grades.

3) Assignments turned in late will have an automatic grade reduction, i.e. work that would have received an A will receive a B; work that would have received a B will receive a C, etc. There is a 2-week limit on late submission, i.e. ***assignments will not be accepted after two weeks from the posted due date***. This policy applies to ALL reasons for turning in late assignments except if there is a natural disaster that closes the university. ALL reasons for assignments being late will be treated the same, i.e. if lateness is due to your illness, the illness of a family member, the death of a love one, not understanding the due date, being overwhelmed, or not submitting assignments properly.

4) Students must be active on the Moodle boards to earn participation points. However, just being participation does not guarantee full points. For full points, students must demonstrate their preparation for class through active participation in discussions.

5) Sending or receiving texts during class time or surfing the internet for any purposes other than searching for discussion related information is rude and unprofessional behavior. It is distracting to me and to other members of the class. The same applies to using laptops during class. Turn off your cell phone and laptop unless otherwise instructed by your professor. (*This doesn't really apply to this online course!*)

6) The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

7) ODS is considered the University's designated office for determining eligibility for services, reviewing and maintaining documentation, and recommending appropriate accommodations. Students, however, do not have to register with ODS in order to advocate for disability related accommodations. For those instructors who have students with disabilities who choose not to register for services with ODS, and who request academic accommodations, ODS is available as a resource to verify eligibility and recommend appropriate accommodations.

8) Academic integrity is fundamental to the process of learning and evaluating. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm Please note that falsifying your field assignment is considered a breach of academic integrity and can result in dismissal from the program and the university.

9) Any of the course requirements may be negotiated on an individual basis with the instructor in order to reach an agreement concerning the optimal learning of the individual student. Please initiate negotiation process by presenting me a goal and plan via e-mail.

10) Communication: It is the student's responsibility to obtain access information (username and password) for your UNO e-mail account. As a matter of policy at UNO, all Moodle accounts are created using only UNO e-mail addresses. I will only use your UNO e-mail account for communication.

11) Assignments will be turned in through Moodle using a link named Turnitin. This will show any plagiarism. Be certain your work is yours.

12) Conduct: students are expected to be respectful of each other and of the professor during the course. This includes online discussions. While debate is encouraged, it is expected that disagreements be voiced using respectful wording.

Dropping the Course: If you choose to drop this course, you must follow the proper procedures and you must notify me by email. I will not drop the course for you.

Communication/Contacting Instructor: Please feel free to contact me if you have any questions or problems by either text or email. I have given you my UNO email address. I have also given you my cell phone number. If you need an immediate answer, please text me on the cell or send me a Whatsapp message. I cannot answer my phone at work but I am quick to answer emails and text messages.

Disability Statement: Accommodations for students with special needs:

The Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled.

Academic Honesty/Integrity Statement: Academic Integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to the following; cheating, plagiarism, falsifying field activities or assignments, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information at http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm .

Field experiences included in this course support candidates to address unit, state, and national standards. Candidates are required to enter both the location and number of field experience hours completed to meet the requirements of this course into Live Text (the e-portfolio system). This requirement must be completed to earn any credit aligned with field experience assignments. A minimum of ten (10) hours of observation are required and should be listed in live text as observations. Students enrolled in courses with field experiences will be required to upload demographic information and artifacts related to field experiences into Live Text. Uploading this information is the responsibility of the individual student and should occur throughout the semester with all required information entered one week after the last field experience of the semester. This course provides 20 hours of field experience.

Live Text: This course includes a candidate assessment that is a requirement for program progress. The above field experience assignments with work samples will be entered on Live Text. All candidates in initial certification and advanced degree teacher education/educational leadership programs in the College of Education and Human Development are required to develop an e-portfolio using Live Text. An electronic portfolio in Live Text that aligns authentic evidence with unit, state, and national standards is required for progression through and completion of the program of study. Candidates will also be required to document completion of a required number of field experience hours at various points in the program of study. The only documentation that will satisfy this requirement will be the date in the Live Text portfolio. All candidates in school career programs must register for Live Text. POST YOUR ENTRY FOR MY REVIEW. If you do not post it to my review, I will not be able to find or see it. Livetext is due to be posted by the date specified on the schedule. Late posting will result in loss of one letter grade. Neglecting to post will result in an incomplete in the course.

** Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the*

following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the Student Code of Conduct for further information. The Code is available online at <http://www.studentaffairs.uno.edu>.

*** It is University policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities should contact the Office of Disability Services as well as their instructors to discuss their individual needs for accommodations. For more information, please go to <http://www.ods.uno.edu>.*

**** To ensure academic integrity, all students enrolled in distance learning courses at the University of New Orleans may be required to participate in additional student identification procedures. At the discretion of the faculty member teaching the course, these measures may include on-campus proctored examinations, off-site or online proctored examinations, or other reasonable measures to ensure student identity. Authentication measures for this course are identified below and any fees associated are the responsibility of the student.*

Description of Assignments:

Weekly reflections on readings (15 @ 10 points each. 5 points for your original post and 5 for your 2 responses to other posts- 150 points total)

Students will respond to readings online on MOODLE. Students will be expected to post a well-written reflection of the weekly reading using correct grammar and written in APA format. The reflection should summarize the readings with key points, citations from the readings, personal and professional comments about the readings, connections to the student's own educational experiences as well as field experiences, concerns about the readings and their implications for educators, and further questions concerning the readings.

Each week you will write a four paragraph response to your weekly readings. This should be a well-written paper that addresses the following areas:

- A brief summary of your readings.
- Concerns you have about the readings.
- How the readings connect to your self-selected readings, your experiences as a learner, and your experiences as a teacher or prospective teacher.
- Questions that you pose for your classmates in relation to the readings.

You will also respond to two other posts each week. Your response should bring the information to new light. Simply saying, "Great idea!", or "I never thought of that" is not sufficient. Your responses to two other postings should be well thought out and thought provoking. Your posts and responses will be graded on depth and connectedness to content. You will self-evaluate your discussions as well.

Personal Discourse Map (100 points)

This written narrative entails examining three contexts of your life: your personal life history, your educational experiences and your work environment. For those of you not currently teaching, the work environment can come from any structured experience you've had working with children (e.g. other field experiences, summer camp work etc). Examine the commonly held (or promoted) beliefs of that environment as your third context. Look for influences, conflicts, and experiences that have worked together to shape your beliefs regarding classroom management, discipline, and guidance. This is an exploratory exercise for you. There is no right or wrong answer here. The purpose is for you to see

how you have appropriated various beliefs about classroom management, discipline and guidance and how they guide your interactions with students in the classroom. You have to know yourself well before you can attempt to know others and this is a first step. It is also important for you to understand how you have perhaps unconsciously appropriated specific practices, beliefs, and perhaps myths about children's behaviors and what "good teachers" do. Your map will be graded using the writing rubric in the syllabus.

Classroom Audit (50 points)

This assignment will consist of several parts which include:

- Classroom demographics - Include a description of the demographics (gender, race, and free/reduced lunch percentages) within the classroom (and the school) and the type of school, e.g., private, public, urban, suburban, rural, or charter.
- Include a description of the classroom. Concentrate on how centers or work/play areas are located [what's next to what]. Also look at traffic flow patterns and discuss problems if they occur.
- Include a daily schedule. Analyze it in terms of sedentary (sitting) and movement activities (do they alternate or are they clustered together?), the amount of time allotted for free play or exploration, and whether they use whole group, small group or a mix of both groups for instructional purposes.
- Make a list of the transition activities used in the room. Discuss how they contribute to classroom management.
- Look at the physical and aesthetic components of the room. Discuss how they contribute (or not) to learning. This includes lighting, plants & animals, colors, sounds, furniture composition/size (soft & hard materials etc.)
- Analyze the traffic patterns (is there congestion in some areas, do kids congregate in certain areas and avoid others?), overall room arrangement and transition activities in terms of how they relate to the general atmosphere of the classroom.
- List and assess the health and safety measures taken to ensure that health and safety of children (hand washing policies, daily wellness checks, fire drills, checking the playground before sending children out to play etc.).
- Include photographs to illustrate your writing.

Your work will be graded using the writing rubric in the syllabus.

Classroom Procedures and Expectations (50 points)

Collect artifacts from the classroom environment that are specific to behavior or guidance procedures and expectations (e.g. posted rules, behavior charts, handouts to parents, school policies etc.) Review the materials and critique them in terms of the principles of positive guidance (authoritative with high expectations and high support) including the following criteria:

- Who created the materials, e.g. teacher, students, or both?
- What is (are) the purpose(s) of the materials- e.g. rules to be followed without discussion, visual guidance for appropriate behaviors etc. Think about whose purpose they serve, e.g. just teachers, just students or both?
- Connected to these materials- discuss how they are implemented, e.g. reminders to help children, criteria that determine consequences for actions etc.
- How effective are these materials for ALL children in the class? Do they meet the needs of ALL children? Do some children have difficulty following rules or procedures on a regular basis?

- Reflect on these children (from part D) and what you know about them and think about why they may be having difficulty with the rules and procedures. Do changes need to be made to these rules (e.g. something added or taken away)? Would changing the way you or the teacher approach this child possibly change the way the child acts (or reacts) to rules and procedures?
- Include photographs to illustrate your writing.

Your work will be graded using the writing rubric in the syllabus.

School or Center-wide Procedures and Expectations (50 points)

Collect artifacts from the school environment that are specific to behavior or guidance procedures and expectations (e.g. posted rules, behavior charts, handouts to parents, school policies etc.) Review the materials and critique them in terms of the principles of positive guidance (authoritative with high expectations and high support) including the following criteria:

- Does the school or center have a central behavior plan? Interview the director or principal to find out. Describe the behavioral culture and climate of the school.
- Does the school use Positive Behavior Interventions and Supports?
- Who is on the behavior team?
- Does the school or center have a Check in/Check out program? If yes, how many students are served?
- Connected to these materials- discuss how they are implemented, e.g. reminders to help children, criteria that determine consequences for actions etc.
- How effective are these materials for ALL children in the school? Do they meet the needs of ALL children? Do some children have difficulty following rules or procedures on a regular basis?

Your work will be graded using the writing rubric in the syllabus.

Target Child Observations (100 points)

Choose a child who exhibits a challenging behavior in the classroom to observe (the teacher will probably suggest one) and systemically observe this child for 6-8 hours. Utilize basic methods for informal assessment data collection, e.g. anecdotal records, running records, time samplings, checklists, or rating scales. Complete a Functional Behavior Analysis (FBA) on the child. You should observe for at least 6 hours before you begin to write up your guidance plan.

- Observe this child (and speak with the teacher to get additional information if you are not observing a child in your own class).
- Draft a one page summary report that highlights the child's social, physical and cognitive accomplishments from your observation and interaction notes.
- List your concerns regarding the child who exhibits a challenging behavior and describe what you initially think may be at the root of the behavior. Be honest with this part. Your reactions, feelings and intuitive thoughts are important aspects of this and need to be noted at the beginning of the process.
- Think about the child and look to see how you can work with him/her in the "Zone of proximal Development." Remember that the lower part of the zone is what the child can do on her/his own. The upper part of the zone is what the child can accomplish with large amounts of assistance from an adult or more competent peer and the middle part of the zone is what the child can accomplish with medium amounts of assistance from an adult or more competent peer.

Your work will be graded using the writing rubric in the syllabus.

Guidance Plan and Final Reflection (100 points)

Create a guidance plan for a child who exhibits challenging behaviors. Be explicit in planning this. Your guidance plan should look like an outline. You need to have a short term goal and a long term goal. Under each goal you have chosen, list the specific steps that you will take to reach these goals and how you will evaluate their success. Discuss how you will introduce the plan to the classroom staff and how you will implement and evaluate the plan. Also discuss how you will support the child's family in terms of trying to create consistency between contexts (school & home) and creating follow-up activities. Implement the guidance plan and note what worked. What did not work? Be honest. What supports would make the plan work better for your target child? Evaluate your plan after you implement it. Make adjustments if necessary and document those as well. Include a personal philosophy of classroom management in your reflection. Your work will be graded using the writing rubric in the syllabus.

Evaluation and Grading Percentages

Class attendance and participation	100
Reflections (15 @ 10 points each)	150
Personal Discourse Map	100
Classroom Audit	50
Classroom Procedures	50
School Procedures	50
Target Child Observations	100
Guidance Plan	100
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Total	700

Grading Scale

A= 630-700 points

B= 560-629 points

C=490-559 points

D=420-489 points

F= Below 420 points

Scoring Rubric for Written Assignments

This is a graduate level course and is writing intensive. The following rubric will be used for written assignments. You will be graded on:

- style and format
- mechanics
- content and organization
- integration and critical analysis.

Each written assignment will be scored on the using a rubric (1 - 4) in each of four areas: "I. Style and Format", "II. Mechanics", "III. Content and Organization", and "IV. Integration and Critical Analysis". The minimal acceptable combined score from all of the four (I-IV) sections is 10 points, with no scores of "1" on any section, resulting in a minimum of a 2.5 average for all sections.

Score	STYLE AND FORMAT	MECHANICS	CONTENT AND ORGANIZATION	CRITICAL ANALYSIS
4	In addition to meeting the requirement for a "3," the paper consistently models the language and conventions used in the scholarly/ professional literature appropriate to the student's discipline. The manuscript would meet the guidelines for submission for publication in a peer reviewed journal in the student's field of study. The student uses proper APA format for citations, references, a cover page and running head.	In addition to meeting the requirements for a "3," the paper is essentially error-free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions effectively establish a sound scholarly argument and aid the reader in following the writer's logic.	In addition to meeting the requirements for a "3," excels in the organization and representation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.	In addition to meeting the requirement of a "3," the document presents the current state of knowledge for the topic being addressed utilizing a diversity of opinions. These various, and possibly conflicting, opinions are presented in a balanced manner and seamlessly woven together to illustrate a complete grasp of the literature across multiple research approaches utilizing appropriate national and international peer-reviewed journals. Essential findings of multiple sources are accurately and concisely paraphrased, analyzed, and integrated. Original sources are clearly identified and correctly cited in both the body of the text and the reference section. Organizationally, smooth and effective transitions between topics lead the reader through an orderly discussion of the topic being addressed. The gaps in current knowledge are clearly identified and significant directions and approaches that fill these gaps are identified.
3	While there may be minor errors, conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Suitably models the discipline's overall scholarly style. Student uses most aspects of APA format correctly.	While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not significantly interfere with topic comprehensibility. Transitions and organizational structures, such as subheadings, are effectively used which help the reader move from one point to another.	Follows all requirements for the paper. Topic is carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader's attention. Does a credible job summarizing related literature. General ideas are expanded upon in a logical manner thereby extending the significance of the work presented beyond a re-statement of known ideas.	There are inconsistencies in the organization and logic of the presentation, but still clear analysis of the presented materials. While synthesis of all aspects of the topic may show varying degrees of development, the overall consistency, thoroughness, and analysis result in a well-crafted document.
2	The style and format are	Grammatical conventions are	Ideas presented closely follow	Identification of key topics or

	broadly followed, but inconsistencies are apparent. There is selection of less suitable sources (non-peer reviewed literature, web information). Weak transitions and apparent logic gaps occur between topics being addressed. The style may be difficult to follow so as to detract from the comprehensibility of the manuscript. Student uses a few aspects of APA format correctly.	generally used, but inconsistency and/or errors in their use result in weak, but still apparent, connections between topics in the formulation of the argument. There is poor or improper use of headings and related features to keep the reader on track within the topic. Effective discipline-specific vocabulary is used.	conventional concepts with little expansion and development of new directions. Certain logical connections or inclusion of specific topics related to the student's area of study may be omitted. Ideas and concepts are generally satisfactorily presented although lapses in logic and organization are apparent. The reader is suitably introduced to the topic being presented such that the relationship to the student's area of study is obvious.	uncertainties in the field may be incomplete. New concepts resulting from a synthetic presentation of ideas is poorly developed or lacking. Complex topics and related concepts are awkwardly presented and linkages among topics may be unclear.
1	While some discipline-specific conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper. Student does not follow APA format.	Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure, and/or other writing conventions make reading difficult and interfere with comprehensibility. There is some confusion in the proper use of discipline-specific terms. Writing does not flow smoothly from point to point; appropriate transitions are lacking.	The paper is logically and thematically coherent, but is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.	Weakness is evident in the coverage of the field and analysis resulting in incorrect or poorly developed synthesis of results. Analysis is limited to categorizing and summarizing topics. The resulting manuscript degrades the comprehensibility of the document and the identification of knowledge gaps.

TENTATIVE SCHEDULE

	EDCI 4540G		Classroom Management
Date	Topic	Readings	Assignments
Aug 19 Classes begin	Introductions	Syllabus Posted links	Read the syllabus. TWICE! Introduce yourself on the Moodle discussion board and change your icon to a photo of you or something that represents you. Greet other classmates.
Aug 26	Classroom Management Concepts	Manning Ch. 1 Wong Ch. 11	Reflection on readings on Moodle, respond to 2 other posts.
Sept 2	Safe Classrooms and Schools	Manning Ch. 2 Chamey Ch. 1 & 2	Reflection on readings on Moodle, respond to 2 other posts. Classroom Audit
Sept 9	Foundations of Classroom Management	Manning Ch. 3 Chamey Ch. 3,4 & 5	Reflection on readings on Moodle, respond to 2 other posts.
Sept 16	Behavioral Approaches	Manning Ch. 4 Chamey Ch. 6&7	Reflection on readings on Moodle, respond to 2 other posts.

			Classroom Procedures
Sept 23	Ecological Approaches	Manning Ch. 5 Chamey Ch. 8&9	Reflection on readings on Moodle, respond to 2 other posts.
Sept 30	Self- Regulating Approaches	Manning Ch. 6 Chamey Ch. 10&11	Reflection on readings on Moodle, respond to 2 other posts.
Oct 7	Process Outcomes Approaches	Manning Ch. 7 Chamey Ch. 12	Reflection on readings on Moodle, respond to 2 other posts. Target Child Observations
Oct 14	Reading week	Midterm break	Read widely
Oct 21	Supportive Approaches	Manning Ch. 8 Chamey Ch. 13&14 Wong Ch. 10	Reflection on readings on Moodle, respond to 2 other posts.
Oct 28	Community Approaches	Manning Ch. 9 Chamey Ch. 16&17	Reflection on readings on Moodle, respond to 2 other posts.
Nov 4	Whole School Approaches	Manning Ch. 10 PBIS information posted on Moodle	Reflection on readings on Moodle, respond to 2 other posts. School Procedures
Nov 11	Inclusive Classrooms	Manning Ch. 11	Reflection on readings on Moodle, respond to 2 other posts. Guidance Plan Draft to be reviewed by me
Nov 18	Diversity and Classroom Management	Manning Ch. 12	Reflection on readings on Moodle, respond to 2 other posts.
Nov 25	Personal Philosophies	Manning Ch. 13 Wong Ch. 18	Reflection on readings on Moodle, respond to 2 other posts. Personal Discourse Map
Dec 2	Last week of classes Applying your Philosophy	Manning Ch. 14	Guidance Plan and Reflection
Dec 9	Final Exams		Livetext due!

Important Dates*

Last day to adjust schedule w/out fee 08/18/2015

Semester Classes Begin..... 08/19/2015

Last day to adjust schedule w/fee,

or withdraw with 100% refund 08/25/2015

Last day to apply for December commencement 09/25/2015

Final day to drop a course or resign 10/14/2015

Mid-semester examinations 10/05-10/09/2015

Final examinations ..12/07-12/11/2015

Commencement..... 12/18/2015

**Note: check Registrar's website for Saturday and A/B sessions, and for items not listed here:*

<http://www.registrar.uno.edu>

Fall Semester Holidays

Labor Day 09/07/2015

Mid-semester break 10/15-10/16/2015

Thanksgiving..... 11/26-11/27/2015

Withdrawal Policy – Undergraduate only

Students are responsible for initiating action to resign from the University (withdraw from all courses) or from a course on or before dates indicated in the current Important dates calendar. Students who fail to resign by the published final date for such action will be retained on the class rolls even though they may be absent for the remainder of the semester and be graded as if they were in attendance. Failure to attend classes does not constitute a resignation. Check the dates on the Registrar's website, <http://www.registrar.uno.edu>. Please consult The Bulletin for charges associated with dropping and adding courses.

Incomplete Policy – Undergraduate only

The grade of I means *incomplete* and is given for work of passing quality but which, because of circumstances beyond the student's control, is not complete. The issuance of the grade of I is at the discretion of the faculty member teaching the course. For all graduate and undergraduate students, a grade of I becomes a grade of F if it is not converted before the deadline for adding courses for credit (as printed in the Important Dates Calendar) of the next regular semester including summer semester.

Repeat Policy

When a student is permitted to repeat a course for credit, the last grade earned shall be the one which determines course acceptability for degree credit. A student who has earned a C or better in a course may not repeat that course unless, (1) the catalog description indicates that the course may be repeated for credit, or (2) the student's Dean gives prior approval for documented extenuating circumstances.

Graduate Policies

Graduate policies often vary from undergraduate policies. To view the applicable policies for graduate students, see the Graduate Student Handbook:

<http://www.uno.edu/grad/documents/GraduateStudentHandbook2014.pdf>

Academic Dishonesty Policy

<http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Safety Awareness Facts and Education

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://www.uno.edu/student-affairs-enrollment-management/>

UNO Counseling Services and UNO Cares

UNO offers care and support for students in any type of distress. Counseling Services assist students in addressing mental health concerns through assessment, short-term counseling, and career testing and counseling. Find out more at <http://www.uno.edu/counseling-services/>. First-year students often have unique concerns, and UNO Cares is designed to

address those students succeed. Contact UNO Cares through

<http://www.uno.edu/fye/uno-cares.aspx>.

Emergency Procedures

Sign up for emergency notifications via text and/or email at E2Campus Notification:

<http://www.uno.edu/ehso/emergency-communications/index.aspx>. All emergency and

safety procedures are explained at the Emergency Health and Safety Office:

<http://www.uno.edu/ehso/>.

Diversity at UNO

As the most diverse public university in the state, UNO maintains a Diversity Affairs division to support the university's efforts towards creating an environment of healthy respect, tolerance, and appreciation for the people from all walks of life, and the expression of intellectual point of view and personal lifestyle. The Office of Diversity Affairs promotes these values through a wide range of programming and activities.

<http://diversity.uno.edu/index.cfm>

Learning and Support Services

Help is within reach in the form of learning support services, including tutoring in writing and math and other supplemental instruction. Visit the Learning Resource Center in LA

334, or learn more at <http://www.uno.edu/lrc/>.

Affirmative Action and Equal Opportunity

UNO is an equal opportunity employer. The Human Resource Management department has more information on UNO's compliance with federal and state regulations regarding EEOC in its Policies and Resources website: <http://www.uno.edu/human-resource-management/policies.aspx>